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ABSTRACT

The purpose of this Child Development Associate (CDA) training module, one in a series of 18, is to provide the CDA intern with the knowledge and skills necessary for the administration of early childhood programs. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on topics related to the objectives. These topics are the establishment of a program for young children, operation of a program, development of a policy and procedure manual, and evaluation. Also included is an annotated list of books concerning administration for early childhood programs. (MP)

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PS 011443

CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

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CHAPTER I

INTRODUCTION

RATIONALE

Successful programs for young children are developed through logical steps, from the establishment of goals and objectives through the implementation of activities.

Proper administration follows recognized business practices to maintain both the fiscal and program components.

Proper administration establishes policies and procedures for the total operation and provides methods for accomplishing them. All personnel are familiar with these policies and procedures and recognize their relationship to the goals and objectives of the program.

Administration of programs for young children consistently evaluates progress in each phase of the operation to assure that the goals and objectives are being met and that the developmental needs of children are of prime importance.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

- I. Establishes and maintains a safe and healthy learning environment.
- V. Brings about optimal coordination of home and center child-rearing practices and expectations.
- VI. Carries out supplementary responsibilities related to children's programs.

OBJECTIVES

Upon completion of this unit the trainee will be able to:

1. Describe the administrative structure of the center and define the chain of command in the organization.
2. Demonstrate the utilization of a procedure manual for effective operation.
3. Demonstrate the proper requisition methods for (1) needed supplies and equipment, and (2) room or grounds repairs.
4. Develop a file keeping system for necessary records and correspondence and list the sections for this file.
5. Develop a policy and procedures manual for the center.
6. Provide written job description for each position in the center.
7. Provide written employment and termination policies. Provide written policies for the utilization of volunteers.
8. Develop monthly budget summaries for the total center program.
9. Perform the necessary evaluations for (1) the program, (2) classroom staff, (3) non-classroom staff, and (4) children's developmental progress.
10. Develop evaluation forms for evaluation of (1) program goals and objectives, (2) classroom personnel, (3) non-classroom personnel, and (4) children's developmental progress.
11. Demonstrate the proper utilization and storage of evaluation records.
12. Develop guidelines for enrollment and attendance of children.

CHAPTER II

SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

CHAPTER III

ESTABLISHMENT OF A PROGRAM FOR YOUNG CHILDREN

RATIONALE

Programs for young children should not "just happen." They should be developed to meet specific goals and objectives and the individual needs of children.

A desire to care for children is an essential characteristic for individuals who want to establish a child development facility; however, financial, physical, and personnel factors are also important components to providing quality care and education.

Guidelines for establishing programs for young children can assist in providing a sound program. In addition they help assure that individuals meet state and local regulations.

ESSENTIAL CONTENT INFORMATION

The following guidelines suggest tasks to be completed by individuals desiring to establish and maintain a child development facility for the care and education of young children. By meeting these requirements, one can establish a successful operation.

- I. A knowledge of what a day care center can do to help the development of the children who will attend it.
- II. An understanding of the parental needs in your particular community for this kind of supplemental child care, and a recognition of the needs of their children.
- III. A clearly-formulated and agreed-upon statement of purposes.

- IV. A realistic estimate of all expenses necessary for operating the program according to standards that will assure good care for the children.
- V. An assured source of funds to equal the estimated expense.
- VI. A knowledge of the legal requirements for operating a day care center in your community.
- VII. An administrative body is composed of either a department of a public or private agency, an incorporated board of directors, or an individual. The administrative body has the responsibility for financing, for establishing operating policies, for efficient disbursement of funds, and for the maintenance of good standards of care.
- VIII. A knowledge of the policies for admission of children to the center.
- IX. A knowledge of the policies for the employment of staff for the center.
- X. A building (or part of a building) which is safe and has adjacent outdoor play space and sufficient space for classrooms, a kitchen, food storage, toilet and handwashing facilities, offices, storage of supplies and first-aid equipment.
- XI. Equipment suitable for a day care center; such items as small tables and chairs, kitchen and toilet room furnishings and installations, office furnishings, cots or mats for resting, educational toys and materials, and outdoor playground apparatus.
- XII. A program for the whole child which uses knowledge from the disciplines of education, health, social work, psychology, and psychiatry to provide an experience suitable the age and individual needs of the children.

- XIII. A staff professionally-qualified to plan and carry out such an integrated program.
- XIV. Contacts with other community agencies and institutions to which families can be referred for services not supplied by the day care center, from which consultation services can be obtained as needed, and with which there can be community planning for children and parents.

Source: Boguslawski, Dorothy Beers. Guide for Establishing and Operating Day Care Centers for Young Children. New York: Child Welfare League of America, Inc., 1966, pp. 12 and 13.

CHAPTER IV

OPERATION

RATIONALE

Understanding the basic components of program philosophy, personnel, and procedures is essential to the smooth operation of a program for young children. All personnel should be acquainted with the operating procedures of a center to assure its smoothest functioning.

Records and budgets must be maintained at all times to provide information necessary to meet the program goals and objectives. The center administration must coordinate this information for accuracy in reporting to various agencies and to project strengths and concerns in the total operation of the program.

When administrators organize the operation of the center; time, money, and energy can be utilized to provide the maximum fostering of growth and development in the children served.

ESSENTIAL CONTENT INFORMATION

I. The School Philosophy.

A. Our school philosophy is what we believe about the experience of teaching and learning and the choices we make to control or facilitate the educational experience. Included are:

1. What children should learn (curriculum).
2. How this should be done (method of instruction).
3. How the program is administered (staffing, equipping, financing).

B. There are many philosophies or methods of administration and program development for young children. Three major ones are:

1. Autocratic style---Leader determines policy, dictates what is to be done and how. Staff usually is aware of immediate, not long range goals.
2. Democratic style---Leader is a member of the group in spirit, offers choices to staff and will follow policies determined by the group.
3. Laissez-faire---Leader is passive, leaves all decision making up to the group and only offers suggestions.

II. Personnel.

A. Organizational structure---There are two major classifications of personnel, (1) those who work with the program (director, teacher, aide) and (2) those who provide supportive services, or non-program (dietitian, office workers custodian).

1. Chain of command and responsibilities of each position.

a. Board of directors.

Schools are frequently governed by a board of directors composed of interested members of the sponsoring agency, community persons, and/or parents of students. Responsibilities often assumed by boards are to:

- (1) Formulate major school policy, overall goals and philosophy for the school.
- (2) Serve as liaison between school and sponsoring body.
- (3) Interpret the school program to community.
- (4) Support program developed by professional staff.

- (5) Approve all major changes in personnel.
- (6) With the director, formulate budgetary needs.
- (7) Authorize purchases and expenditures.
- (8) Explore source of income.
- (9) Arrange for the audit of financial records.
- (10) Consider any problem that cannot be handled by the staff.

b. Director.

This title is often given to persons legally responsible for the total program and services. These persons are sometimes supervisors and helping personnel in addition to being directors. Some of the director's responsibilities include:

- (1) Providing professional assistance to the board of directors; recommending policy and personnel changes; and assisting in the evaluation of the program.
- (2) Preparing budgets; keeping records of financial matters or personal; and supervising record keeping for children.
- (3) Recruiting and employing staff; supervising and training staff; delegating responsibility to staff; terminating employment.
- (4) Supervising building maintenance; managing non-program support activity.
- (5) Representing the school to the community.
- (6) Implementing the program goals and philosophy and the licensing and safety standards.

c. Teacher.

These persons are responsible for:

- (1) Implementing a program for the class in accordance with the policies and philosophy of school.
- (2) Preparing classroom or learning environments.
- (3) Assisting the director in assuring the smooth coordination of all classroom activities and staff/student interrelationships.
- (4) Considering all children individually; keeping up-to-date records of the development and progress of these children.
- (5) Planning and implementing parent meetings, conferences and participation.
- (6) Attending staff meetings and professional conferences.

d. Assistant teacher or aide.

These persons have the responsibility for:

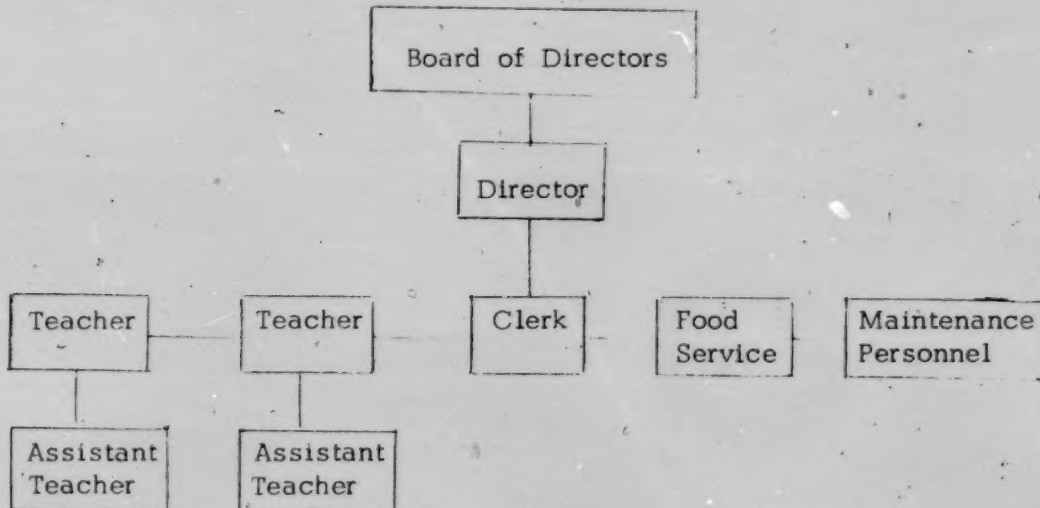
- (1) Assisting in planning and implementation of a daily program under the direction of the teacher.
- (2) Assisting in the planning and preparing of the learning environment.
- (3) Assisting the teacher with record keeping and in other appropriate ways.
- (4) Supervising children when the teacher is out of the room.

e. Volunteers

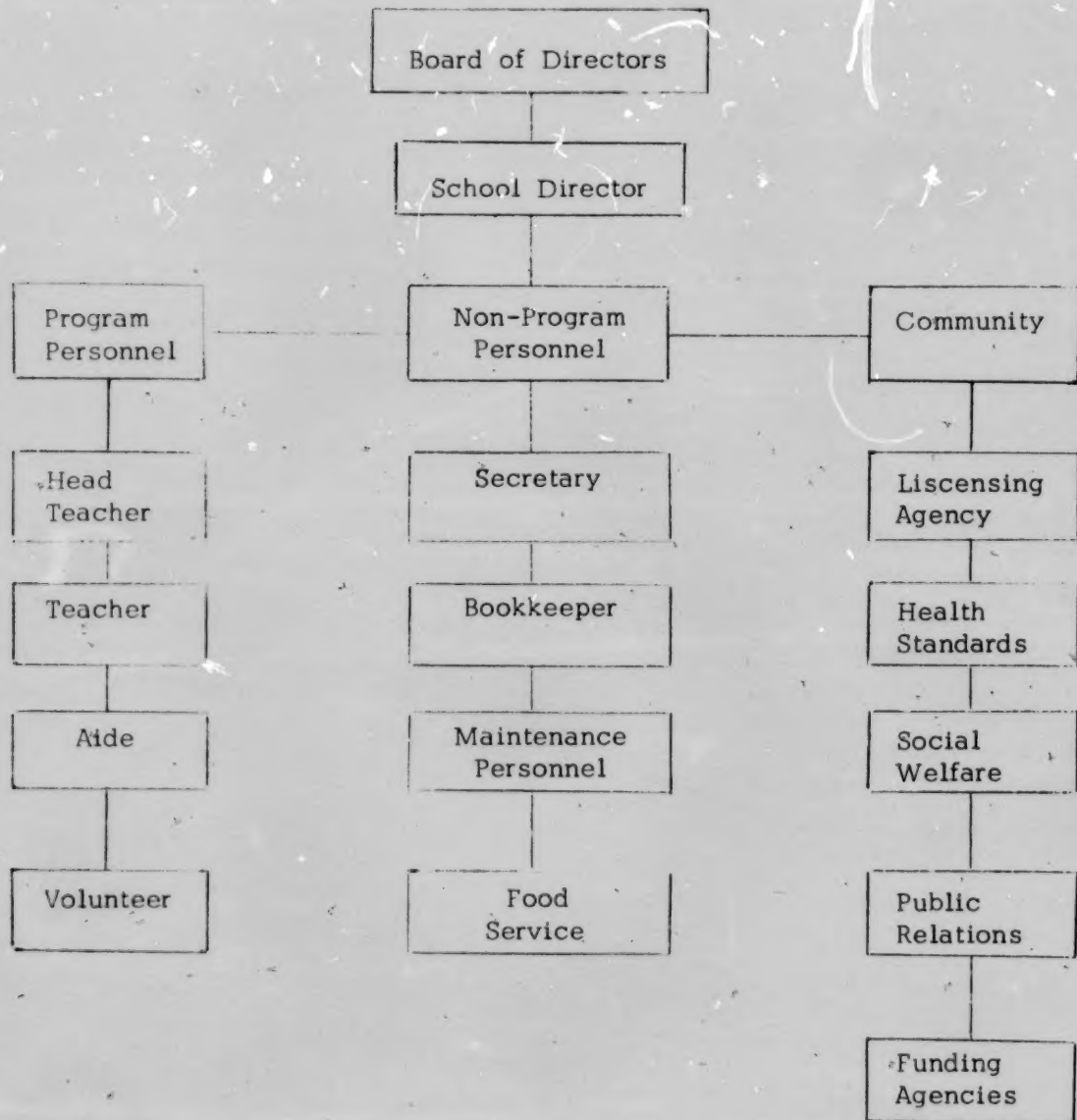
These persons:

- (1) Assist the teacher and assistant teacher with the implementation of activities.
- (2) Provide supplementary service to children under the direction of staff members.

2. Sample organizational charts.



ORGANIZATIONAL CHARTS



B. Positions.

1. Qualifications for personnel positions:

a. Director.

This person must:

- (1) Know and practice child development theories as they relate to the ethnic and cultural groups of the community,
- (2) Be professionally prepared to serve as director of an early childhood center,
- (3) Meet licensing agency requirements,
- (4) Have the ability to supervise a staff with varying backgrounds in education and experience,
- (5) Possess administrative ability,
- (6) Have the ability to seek and constructively use supervision,
- (7) Possess emotional maturity and stability,
- (8) Be sufficiently mature and competent to function effectively in a crisis situation.

b. Teachers.

These persons must:

- (1) Be professionally prepared as teachers of young children,
- (2) Meet licensing agency requirements,
- (3) Be sensitive to the needs of children,
- (4) Possess the maturity and ability to relate well to children and adults.

c. Assistant teachers.

These persons must:

- (1) Be sensitive to the needs of children,
- (2) Be able to relate well to children and adults,
- (3) Be willing to fulfill their responsibilities in accordance with the school's philosophy,
- (4) Meet licensing agency requirements.

d. Cooks.

These persons must:

- (1) Be experienced in quantity cookery,
- (2) Meet licensing agency requirements,
- (3) Be dependable,
- (4) Have the ability to make use of surplus foods,
- (5) Have the ability to relate well to children and adults.

2. Sample job descriptions.*

a. Center Director.

This person has the responsibility for operating a day care center for children in a manner that contributes to their growth and development through:

Source: Host, Macolm S., M.A. and Pearl B. Heller, M.A. Day Care 7 Administration. U.S. Department of Health, Education, and Welfare, Office of Child Development: Washington, D.C., 1971, pp. 41, 42, and 44.

- (1) Developing and executing an on-going program of group activities that contribute to the care, growth and development of the children who attend the center.
- (2) Supervising and evaluating all personnel. (paid and volunteer) assigned to the center.
- (3) Maintaining a physical environment that conforms to governmental and agency standards of safety and cleanliness, and one that is conducive to optimal growth and development of the children who attend the center.
- (4) Operating the center program in conformity with governmental and agency standards for the physical safety and well-being of the children and adults who use the center.
- (5) Enrolling children and establishing fees to be paid by individual families, in accordance with agency policy.
- (6) Collecting fees and transmitting them to the bookkeeper.
- (7) Scheduling assignments of center personnel.
- (8) Teaching groups of children, as required.
- (9) Planning and conducting regular and called meetings of the center staff.
- (10) Participating in departmental staff meetings.
- (11) Supervising and requisitioning and inventorying of supplies and equipment for the center.

(12) Supervising the record keeping for the center that is required by governmental and agency policy such as:

- (a) Personnel evaluations,
- (b) Records of children's attendance and progress,
- (c) Health and safety inspections.
- (d) Requisitions and inventories.

(13) Reporting, both verbally and in writing, to the Day Care Director as required by governmental and agency policy.

Requirements: A bachelor's degree, or equivalent, in early childhood or elementary education and three years experience in a preschool program.

- Health card.
- Ability to supervise a staff of varying educational and experiential backgrounds.
- Administrative ability.
- Sensitivity to the individual and group needs of children.
- Evidence of emotional maturity and stability.
- Sufficient maturity and good judgment to function in crisis situations.
- Ability to seek supervision and to use it constructively.
- Valid driver's license and access to an automobile.

b. Group Teachers.

These persons are responsible for planning and conducting the daily program for a group of children in a day care center through:

- (1) Planning and conducting daily activities for children.
- (2) Supervising personnel assigned to assist with daily group activities.
- (3) Preparing educational materials required to implement the daily activity plan.
- (4) Maintaining an orderly physical environment conducive to optimal growth and development of children.
- (5) Attending staff and parent meetings and contributing to the meetings.
- (6) Sharing information appropriately with other center staff members.
- (7) Relating to parents of children in the group to plan for activities, designed to foster the growth and development of each child.
- (8) Observing, recording and reporting significant individual and group behavior.

Requirements: A bachelor's degree or equivalent, in early childhood education, elementary education, or related field.

- Health card.
- Ability to relate sensitively to pre-school children.
- Evidence of emotional stability and maturity.

- o Evidence of sufficient security and judgment to handle crisis situations and to use supervision constructively.
- o Physical stamina.
- o Ability to recognize and to record significant individual and group behavior.

c. Assistant Teachers.

These persons are responsible for:

- (1) Assisting one or more Group Teachers as directed.
- (2) Supervising play activities as requested by:
 - (a) Participating with children in group games,
 - (b) Enforcing safety rules,
 - (c) Intervening when children are likely to injure themselves or each other.
 - (d) Remaining with one or more children until relieved by another adult.
- (3) Preparing supplies and the environment for activities.
- (4) Maintaining an orderly environment for the group.
- (5) Observing, recording and reporting an individual child's behavior as assigned.
- (6) Assisting children with self-care activities.
- (7) Aiding individual children who experience difficulty in the group or who temporarily lose their physical or emotional control.

(8) Assisting with meal and snack service.

Requirements: A high school diploma, or equivalent.

- Preferably, previous experience with preschool children.
- Health card.
- Ability to relate well to preschool children.
- Ability to maintain an orderly environment.
- Dependability.
- Evidence of emotional maturity and stability.
- Evidence of enough security and judgment to handle crisis situations.
- Ability to keep simple records.
- Sensitivity to children's individual needs.

d. Cooks.

These persons are responsible for the safe preparation and storage of all foodstuffs used at center through:

- (1) Requisitioning appropriate amounts of foodstuffs at established intervals and preparing designated menus.
- (2) Storing foods appropriately before and after cooking; in bins, cupboards or refrigerators.

- (3) Preparing vegetables by washing, scraping, peeling, chopping.
- (4) Cooking vegetables, meats, sauces, desserts and other foods.
- (5) Recording amounts of food, including milk, used daily.
- (6) Washing and sterilizing dishes, pots and utensils after meals.
- (7) Cleaning refrigerator, stove, bins, cupboards according to designated schedule.
- (8) Scrubbing counters and sinks after meals.
- (9) Washing dishtowels after use.
- (10) Sweeping and mopping kitchen floor.
- (11) Assuming duties of Housekeeper, as required.

Requirements: Experience in quantity cookery.

- Health card.
- Ability to make use of left-over and surplus food.
- Dependability.
- Ability to relate well to children.

C. Hiring.

1. Staff recruitment

- a. Resources for staff recruitment include: employment agencies, training institutions, local professional associations, newspapers for classified advertisement, directors of other nursery schools, licensing agencies and social agencies.

2. Applications.

- a. Written applications are an absolute necessity. A basic form may be used for all positions with additional information as needed for each position, or a separate form for each position may be used.
- b. Questions on the application should be clear and related to the position.
- c. Sample application (page 22).

3. Interviews.

- a. Personal interviews with each applicant are essential.
 - (1) Allow approximately forty-five minutes to one hour for each interview with ten-fifteen minutes between interviews.
 - (2) More than one person should be involved in interviewing a prospective candidate.
 - (3) Make written records of information obtained in the interview.
- b. Information.
 - (1) The interview should be structured to allow an interviewer to get clear information.
 - a. Write key questions to be asked.
 - b. Observe key situations; for example, if the people interviewed are to be teachers, observe their reaction to children.
 - (2) Provide person being interviewed with a complete explanation of the position, school philosophy, salary, working hours, requirements, and fringe benefits.

SAMPLE APPLICATION

Name of Applicant

Date of Birth

Address

Zip

Married?

Social Security No.

Telephone

Ages of children, if any

Who will care for child while you work?

If school age, who will care for child if he is ill?

If you are offered half-day employment, will a part-time salary be sufficient to meet your financial needs? Explain.

Why would you like to have this position?

What do you feel most qualifies you for this position?

Would you be willing to continue your education by enrolling in certain college courses or other training programs that may be recommended?

Educational preparation: High school, college, other.

List courses you have taken that were related to Early Childhood Education and Human Relationships.

Related work experience (Include duties, pay, and reason for leaving. Also, include volunteer work).

What community organizations are you active in?

List any certificates, awards, published materials.

Write a biographical statement.

- (3) . References should be required and should be checked.

4. Notification and Employment.

- a. Notification of hiring should be in writing; the letter should include the starting date. If a contract is used, it needs to be included, with a date for signing.
- b. Applicants not hired should be notified.
- c. Provide a new employee a copy of the personnel policies and a job description.
- d. A new employee should complete all withholding tax form or other employment papers.

- D. Termination.

1. Termination of an employee should be no surprise.
 - a. An employee needs to be informed in conference of unsatisfactory performance. Time for improvement needs to be allowed before termination.
 - b. All records of conferences and letters regarding employee performance must be kept in the personnel file.
2. The school should have established policies regarding severance pay, accrued vacation and sick leave, these policies should be implemented promptly and as simply as possible.
3. Exit interviews with employees who leave can provide information which is helpful in the revision of personnel policy as well as program or operating procedures.
4. Record date of employee's departure with reason for leaving.

5. Possible reasons for termination may be voluntary or involuntary.

- a. Reasons for voluntary termination include transfer to another locale, employee dissatisfaction, move to a higher-salaried position, etc.
- b. Reasons for involuntary termination may include ineffective performances in the classroom; unsuited ability for employment with young children; acceptance of grativity in return for special treatment of a child; physical or mental disability.

6. Legal Implication.

In case of involuntary termination, be sure that all appropriate termination policies are carefully followed in order to avoid possible legal complications.

E. In-service training.

1. On-going training of all staff.

- a. Just as children grow and change, adults do also. This flow of change must be directed toward a growth which enhances job performance.
- b. School operations are usually more effective and efficient if there is a staff development plan.
- c. This plan for on-going staff development may be done by a personnel committee, the staff as a group, or by the director.

2. Points to consider in planning staff development:

- a. Some staff members may have special talents which can be developed and shared with other staff members.
- b. Several skills necessary to facilitate group efforts should be considered. Some examples include:
 - (1) Communication skills,

- (2) Problem-solving skills,
- (3) Decision-making skills.
- c. A variety of training methods should be used.
Some suggestions include:
 - (1) Planned discussion groups,
 - (2) Seminars,
 - (3) Workshops sponsored by the school,
 - (4) Workshops sponsored by other organizations,
 - (5) Field trips,
 - (6) Provisions for educational leave or assistance,
 - (7) On-job activities,
 - (8) Staff meetings,
 - (9) Speakers.

2. Importance of time and place.

- a. Time consideration.
 - (1) If time is to be allowed during the day, provisions must be made for care of the children.
 - (2) End of day sessions may find teachers tired and not as receptive as they otherwise might be.
- b. Location.
 - (1) The setting must be comfortable, relaxing, and with sufficient space for everyone to work.

- (2) If training is in the school, the staff might be comfortable in familiar surroundings.
- (3) Staff training away from the school provides a new environment which could add stimulation.

3. Training new employees.

- a. It might be beneficial to begin orientation with a social event in which staff members are introduced, such as a lunch or dinner, etc.
- b. An explanation of the program philosophy, goals, and its administrative structure should be given before employment.
- c. The information provided to new employee's should include:
 - (1) A job description;
 - (2) An organizational structure, with names of of people;
 - (3) Emergency procedures for a fire, tornado, or accident;
 - (4) A policy manual for employees;
 - (5) Information on the day-to-day operation of the program, including hours of employment and methods to secure supplies;
 - (6) Demonstration of teaching or observation of other teachers;
 - (7) Conference time to encourage new employees to ask questions.

F. Personnel Policies.

1. This is usually a part of the school's operating policy and is to be considered a part of the contract for employment.
2. Statements regarding salary are included in personnel policy.
 - a. Include how the salary and increments are determined,
 - b. When the salary is paid,
 - c. The benefits to be paid by school and those by the employee.
3. Statements indicating professional growth expectations should be included.
4. Regulations regarding sick leave, personal leave, and vacation pay are included.
5. A description of the probationary period, as well as the termination procedure, is described.
6. All health and medical requirements are specified.
7. Staff relief or break time is described.
8. The requirements regarding staff meetings are specified.
9. The procedure for handling personnel differences and grievances is described.

III. Finances.

A. Types of budget projections:

1. Subsidized-deficit: Prepared to indicate what amount of the school budget for the year can be provided by the school (fees, contributions) and what amount the community will need to provide. (example: Community Chest, United Way)

2. Contract for service projection: Prepared when the school proposes to offer certain services as an agent for another organization. Services and costs should be outlined in detail.
3. Cost of grant projection: Describes the cost of a project to be completed by the school, as demonstration or experimental. Grant budgets may allow greater flexibility than others.
4. Self-supporting budget projection: Only subject to limitations by school organization.

B. Composition of budget.

1. An itemized expenditure statement of monies needed.
 - a. An itemized statement of incoming monies:
 - (1) Tuition.
 - (2) Scholarships.
 - (3) Community monies.
 - (4) Government monies.
 - (5) Gifts.
 - (6) Other.
 - b. An itemized statement of expenditure, including:
 - (1) Personnel salaries and fringe benefit for program and non-program personnel.
 - (2) Licensing fees.
 - (3) Housing; including rent or building payments, money for repairs and upkeep, etc.

- (4) Insurance; house, vehicle, accident, professional protection.
- (5) Equipment; program supplies and equipment, and non-program supplies and equipment.
- (6) Food and health service for children.
- (7) Staff development and training.
- (8) Utilities.
- (9) Bank and auditor fees.
- (10) Emergency allowance.

2. A budget justification explaining all itemized statements of expenditure. This justification:
 - a. Provides evidence of the care and thoroughness exercised in the development of the budget,
 - b. Answers questions which may arise as it is being reviewed.

C. Purchasing.

1. Requisition or purchase order forms should be used for all except petty cash purchases.
2. Sample purchase order form. (page 30).
3. Upon receipt of items purchased, check the condition of all equipment and record this with date received.
4. Accurate records should be kept for petty cash purchases.

SAMPLE PURCHASE ORDER

TO: (Vendor's name and
address)

State Zip

School Name

Address

Telephone

Please ship the following items:

Date of Order:

Purchase Order #:

Ordered by:

(Signature)

Ship via:

When needed:

Quantity	Catalog No.	Item (description)	Price Each	Total Price

D. Financial Records.

1. Records which are required for budget development and general information include:
 - a. Records of the expenditure for each component of the organization for the past three to five years,
 - b. Copies of the budget guidelines for the organization,
 - c. Budget forms required by any funding groups,
 - d. Minutes of budget development meetings,
 - e. Copies of current and projected tax and insurance requirements.

2. Several items are usually included in budgets:

a. Staff services.

- (1) Salaries, including relief for illness or vacation.
- (2) Fringe benefits, including social security, workman's compensation, insurance, retirement program, reimbursable expenses (in-service training, workshops).
- (3) Sample records for staff service:

SAMPLE TIME CARD FOR HOURLY EMPLOYEES

Name of Employee _____

Social Security No. _____

Hourly Rate: _____

Date	Arrived	Time Off	Left	Total	Overtime	Employee's
						Initials

Signed: _____ Approved: _____
(Employee) (Director)

SALARIES FOR THE _____ SCHOOL YEAR

	Step			Percent
	This Year	Monthly	Yearly	Increase
Director				
Assistant Director				
Head Teacher 1				
Head Teacher 2				
Teacher				
Teacher				
Assistant Teacher 1				
Assistant Teacher 2				
Secretary				
Substitutes				
Totals				

SAMPLE

EMPLOYMENT SUMMARY FORM				
Employee _____	Telephone _____			
Address _____ _____	Social Security No. _____			
Position	Starting Date	Salary	Absences	Reason
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Termination Date _____				
Reason for Termination _____ _____ _____				

E. Food Records and Expenditures.

1. Programs for young children must meet all state and local requirements for food service.
2. Nutrition programs for young children, public and non-profit (except in-residence institutions), need to meet the requirements of the Special Food Service Program for Young Children, 1968 Public Law 90-302.

3. Some standards which must be met and for which records should be kept include:
 - a. Recommended daily food allowances, including what portion thereof each child should receive at the center,
 - b. Length of time between snacks and meals,
 - c. Posted current menus and old ones filed,
 - d. Qualifications for food handlers.
4. Items to be kept on record include:
 - a. The daily number of meals and snacks served, for adults and children.
 - b. Income for food from:
 - (1) Payment by children and adults.
 - (2) Reimbursement by federal, state, local sources.
 - (3) Other sources of money.
 - c. Program expenditures for:
 - (1) Food.
 - (2) Labor.
 - (3) Other.
 - d. Donations to program of:
 - (1) Food (for example; federal commodities).
 - (2) Service.

5. Sample budget form:

PROPOSED BUDGET FOR: _____

I. Administration

- A. Salaries
 - 1. Director
 - 2. Secretary or other office staff
 - 3. FICA, Federal Tax, State Tax, etc.
- B. Supplies
- C. Administrative equipment
- D. Other (promotion, birthday cards, printing, etc.)

II. Program

- A. Salaries
 - 1. Teachers and child care assistants or aides
 - 2. All salary expenses as above
 - 3. Substitute teachers or other staff members
- B. Program supplies
- C. Program equipment
- D. Other (in-service training, conference fees, etc.)

III. Supplemental Services

- A. Food
- B. Cook's salary
- C. Animals and supplies
- D. Parent education
- E. Insurance, scholarships, others unique to school

IV. Plant Operation

- A. Custodian salaries.
- B. Utilities
- C. Cleaning equipment and supplies
- D. Maintenance and repair
- E. Other

Source: Hewes, Dorothy and Barbara Hartman. Early Childhood Education: A Workbook for Administrators. San Francisco: R and E Research Associates, 1972.

IV. Legal Requirements.

- A. Licensing is required of most schools for young children. This license is issued in most states through a social service agency.

1. Requirements deal with:

- a. The physical site, including the square footage for indoor and outdoor area; window area; number of toilets; type of heating, etc.
- b. Recommendations for teacher/child ratio are also included in licensing regulations.
- c. Health and safety regulations may be checked.

2. Safety and sanitation.

- a. Public safety laws apply to schools for young children. These include the fire or emergency alarm system, the number and location of exits, etc.
- b. Public sanitation laws also apply to schools for young children. These may include sanitary conditions of the kitchen and bathrooms, staff tubercular and food handler's permits.

- B. Insurance---Adequate coverage is expensive, but very essential. Some types of insurance may be required by state or federal laws; other types are voluntary.

1. Transportation---Programs providing transportation are required to have vehicle insurance.

- a. One type is liability, which covers liability for injury to persons or property damaged.
- b. The motor vehicle department of many states has specific regulations for any vehicle serving as a bus; some may include the number of children to be transported, signal light requirements, etc.

2. Coverage for the school and staff.

- a. Building insurance is required of mortgaged buildings and is recommended for non-mortgaged ones. Types of insurance coverage for building include losses due to fire, windstorms, hail, explosion, vandalism and malicious mischief.
- b. Insurance which provides coverage of equipment and contents of building is needed.
- c. Health insurance may be fully or partially paid by the employer; it may include the following forms:
 - (1) Medical reimbursement insurance,
 - (2) Medical service or prepaid medical care,
 - (3) Disability income benefits.
- d. Hospital-medical plans may be categorized into the following:
 - (1) Hospitalization and medical coverage,
 - (2) Major medical insurance,
 - (3) Closed-panel operation, service available from a limited number of physicians, clinics, or hospitals.
- e. Crime coverage insurance which provides protection from dishonesty of employees may be obtained.
- f. Professional liability insurance protects the school from loss when persons have received injury or damage as a result of accident or negligence.

C. Permission records---Obtain written parental consent for:

1. Any activity not ordinarily included in daily school activities. These can include:
 - a. Field trips.
 - b. Participation in research studies.
2. The signed permission slip is essential in that it provides evidence that parents have given consideration to any added dangers of their child's participation.
3. Statements which release the care giver, director, or teacher should not be included on permission forms since parents cannot legally sign away the right to sue, in their child's name, for damage or injury.
4. Sample permission slip:

Dear Parent,

Our class will be making a field trip to _____
on (date and time). We hope to learn (Give brief summary)
Those adults going on the trip include (List adults).
Please sign the form below to give your permission for the trip.

Signed by the teacher

I (Parent's name) give my permission for (child's name)
to attend a field trip to (Place) on (Date)
My child has permission to travel by (Bus or car)

Date _____

Signature _____

D. Confidentiality of records.

1. There are three basic types of records which are kept on file in the early childhood program:
 - a. Personnel records,
 - b. Financial records,
 - c. Children's records.
2. Regulations regarding confidentiality.
 - a. Write on children's records only what you want read by parents.
 - b. Maintain individual's privacy in all records.
 - c. Do NOT allow access to records except by authorized personnel.
 - d. Refer to the Privacy Act, Family Educational Rights and Privacy Act of 1974, before disseminating any personal information on children or personnel.

V. Services.

- A. Each program has need of various types of services. Those needed and utilized will vary according to certain factors relative to the center:
1. Center size,
 2. Center location,
 3. Budget,
 4. Needs of the program,
 5. Geographic location.

B. Types of professional services which may be utilized by the center:

1. Health and medical services.
 - a. Nutrition.
 - b. Dental.
 - c. Speech and hearing.
 - d. Health screening.
 - e. Immunization.
2. Guidance and counseling services.
 - a. Observation and testing of children.
 - b. Individual or group counseling.
 - c. Staff consultation.
3. Educational services.
 - a. Observation and testing of children.
 - b. Staff consultation.
 - c. Provision of learning materials.
 - d. Staff training.
4. Social services.
 - a. Types of workers who may be involved.
 - (1) Social workers.
 - (2) Home economists.
 - (3) Child development specialists.

b. Types of services which may be performed.

- (1) Collecting information related to individual family needs.
- (2) Consultation with parents.
- (3) Making appropriate referrals.
- (4) Helping parents and center staff make appropriate service contracts.
- (5) Consultation with staff regarding center needs and services to children and families.

VI. Record Keeping---It has always been important, but is often being viewed as becoming more and more important because programs provide for individual differences; the mobility of children and staff is increasing; funding agencies need information regarding program's effectiveness.

A. Uses of records on children.

1. Good records of a child's strengths and weaknesses may provide information which allows development of the best program for that child.
2. Records allow for an independent evaluation of a child's progress by more than one person.
3. A process of recording data encourages the staff to think about each child with greater depth.
4. Records may facilitate the work of such specialists as guidance counselors, physicians, and others.
5. Records help the staff see a child's progress.

B. Types of records.

1. Background information provides a staff information on children's backgrounds, early experiences in the home, language experiences. Such information may include:
 - a. Child's legal name,
 - b. Birth information,
 - c. Home address, phone numbers,
 - d. Sibling information,
 - e. Medical information,
 - f. Personal-social history,
 - g. A sample developmental record which provides background information. (page 43)

SAMPLE RECORD PROVIDING BACKGROUND INFORMATION

DEVELOPMENT RECORD

(This section to be filled out by the parent)

Name of Child _____
(Last) (First) (Middle)

Address _____
(Street) (City) (Rt. No.) (State) (Zip)

Date of Birth _____
(Month) (Day) (Year)

Place of Birth _____
(Name of Hospital) (City and State)

Check here, if not born in hospital _____ Delivered by: _____
(Specify doctor, midwife,
or other)

Mother's health during pregnancy: Excellent _____ Other (describe) _____

Delivery: Normal _____ Other _____ (describe) _____

Child's birth weight _____

Did baby arrive: On time _____ Premature _____ Late _____

Illness or complication in newborn period: None _____ Other _____

(Describe) _____

DEVELOPMENTAL HISTORY

Compared with brothers and sisters and with other children of the same age, has this child been particularly early, average, or late in:

	Early	Average	Late	Comments
Crawling, walking, running and climbing	_____	_____	_____	_____
Talking	_____	_____	_____	_____
Playing with toys, household objects	_____	_____	_____	_____
Understanding what others say	_____	_____	_____	_____
Getting along with children of the same age	_____	_____	_____	_____

Special food likes _____ Dislikes _____

Additional eating information _____

Toilet Habits Bowels: regular _____ usual time _____

term used _____ control _____

Urination: term used _____ day control _____

control during sleep _____

Toilet training started? _____ Completed? _____

Accustomed: nursery chair _____ potty _____ toilet _____

Accustomed: to diapers _____ to training pants _____

Additional information _____

Sleeping Habits Bedtime _____ Awake _____

nap(s) during day? _____ time(s) _____ how long? _____

Who shares the child's room? _____ Bed? _____

Sleeps on: back _____ stomach _____ side _____

Does the child take toy to bed? _____ What? _____

PHYSICAL HISTORY

Allergies

Does your child have allergies or reactions to foods, insect bites, or other substances? Yes ___ No ___ Describe fully: (Use additional page if need) _____

Illnesses

Has your child had or does he/she Yes No Date Describe details if any
now have: items checked "yes".

Measles (red)	_____	_____	_____	_____
Mumps	_____	_____	_____	_____
Chicken pox	_____	_____	_____	_____
Rubella (3-day measles)	_____	_____	_____	_____
Whooping cough	_____	_____	_____	_____

Seizures, fits or spells	_____	_____	_____	_____
Asthma	_____	_____	_____	_____
Rheumatic fever	_____	_____	_____	_____
Diabetes	_____	_____	_____	_____
Sickle-cell anemia	_____	_____	_____	_____

Tonsillectomy	_____	_____	_____	_____
Any hospitalization	_____	_____	_____	_____
Exposure to tuberculosis or person with chronic cough	_____	_____	_____	_____

Frequent bedwetting Now	_____	_____	_____	_____
-------------------------	-------	-------	-------	-------

Any other known chronic _____
disease or handicapping
condition

Other serious illness _____

Parental Illnesses Mother Father Other Close Relative

Check if either parent or close
relative suffers from, or has
suffered from:

Diabetes	_____	_____	_____
Sickle-cell anemia	_____	_____	_____
Seizures, fits or spells	_____	_____	_____
Tuberculosis	_____	_____	_____

IS THE CHILD PRESENTLY TAKING ANY KIND OF MEDICINE: Yes ___ No ___
If "yes", describe fully: _____

Completed by _____
Relationship _____

IMMUNIZATION RECORD

Note date as best remembered if certain child had the immunization.

Diphtheria- Pertussis- Tetanus' (DPT)	Original Series	#1 _____	#2 _____	#3 _____
--	-----------------	----------	----------	----------

	Boosters	#1 _____	#2 _____	#3 _____
--	----------	----------	----------	----------

Polio		#1 _____	#2 _____	#3 _____
-------	--	----------	----------	----------

Measles	Had Disease _____	#1 _____
	(needs no immunization)	

Rubella (German or 3-day)	Had Disease _____	#1 _____
---------------------------------	-------------------	----------

	1st Vaccination Primary Take?	Revaccination Take?
Smallpox	Date _____ Yes ___ No ___	Date _____ Yes ___ No ___

2. Anecdotal records are observational records of significant events in the child's life. An accumulation of anecdotal records contributes to:
 - a. An understanding of what behavior is typical for the child,
 - b. Notice of any adjustment problems, and/or methods the child employs in adjusting to the center,
 - c. Interests and individual traits of the child,
 - d. Relationships a child builds.
 3. Achievement records include facts regarding certain skills a child has developed.
 4. Referral records provide information regarding specialists who have worked with the child.
- C. Record-keeping systems should also include:
1. Records that are dated,
 2. Reports which are clearly-stated and concise,
 3. Records which are kept up-to-date,
 4. All records which are properly signed,
 5. A systematic filing system,
 6. Developmental progress reports
 7. Records written in an objective manner
- D. Storage of records.
1. Current
 - a. These records should be easily accessible for the use of the staff.

- b. They should be kept in a file or cabinet which is locked when not used by authorized personnel; this protects a child's right to confidentiality.

2. Previous years

- a. School policy determines the number of years a record is kept.
- b. Those not active are stored in an inactive file and locked at all times except when being viewed by authorized person.
- c. All records not on file and labeled inactive should be destroyed by the director (not custodian) by shredding and burning.

VII. Maintenance of Facilities.

A. Building and grounds

- 1. Routine building care is best done on a schedule. A checklist assures care of all areas.
- 2. An inventory of repairs and replacements should be made at scheduled intervals, one each six months. Each time, a list of needed repairs and replacements is made and properties determined.

3. A record of sources of maintenance and repair help should be maintained. Sample record below:

Name	Address	Telephone	Rate	Comments
Carpenter				
Electrician				
Plumber				
Yardwork				
Painting				
Handyman				
(List others)				

4. A record of suppliers of items routinely needed for repair can be maintained. Sample below:

SUPPLIERS (MAINTENANCE AND REPAIR)

Item	Company, Name, Address	Telephone	Comments
Paint			
Electrical			
Plumbing			
Garden			
Lumber			
Hardware			
(List others)			

B. Equipment

1. Some suggestions for routine care of equipment include:
 - a. Arrange shelves to minimize the chance of accident,
 - b. Store equipment near working area,
 - c. The staff should establish a routine for caring for equipment and materials,
 - d. Consider what effect heat, light and moisture have on items when storing,
 - e. The staff should adequately-supervise use of equipment.
2. Repair damaged equipment promptly, and use it only when item is in complete working order.

CHAPTER V

POLICY AND PROCEDURE MANUAL

RATIONALE

Development of a "policy and procedure manual" is important in facilitating the smooth functioning of a center for young children. When policies and procedures are written and discussed with staff, problems can be avoided.

A policy manual should include all the operational guidelines for the center and its personnel and be revised or amended when changes occur in the structure or functions of the center.

Each employee and person associated with the program or center should have a copy of the manual and refer to it when questions arise. The manual should be discussed when received, and employees should have input on revisions where practical and as best meet the administrative structure.

ESSENTIAL CONTENT INFORMATION

- I. Operations or policy manuals contribute to the effective administration and facilitation of the employee's role with the school.
 - A. Errors of procedure are eliminated through written standards.
 - B. Greater independence can be enjoyed through use of written policies.
 - C. Supervision will find some freedom from supervising routine matters.
- II. Content of a Policy Manual:
 - A. Administrative policy includes specific information to explain:
 1. The board of directors and its duties.

2. The procedure for appointment of a director.
 3. The duties of the director.
 4. The administrative chain of command.
- B. Staff-personnel policy should include information relating to the employment and duties of the staff. These include:
1. The selection and appointment of staff,
 2. Their qualifications and job assignments,
 3. Salary schedules,
 4. Vacation benefits,
 5. Sick leave,
 6. Tenure,
 7. Fringe benefits,
 8. Absences,
 9. Professional activities.
- C. The child-personnel policy includes regulations related to children as they are involved with the staff. This can include:
1. The admission procedure, fees, health regulations, clothing needed,
 2. Attendance,
 3. Program service,
 4. Assessing and recording children's progress,
 5. Emergency procedures,
 6. Special activities as field trips,
 7. Termination of program service.

D. Public relations policy for the center includes:

1. Its philosophy of public relations,
2. Its kinds of participation with community,
3. Its relations with various agencies,
4. Its communication policy for media.

E. Business policy for the center includes:

1. Its funding sources,
2. Its budget regulations,
3. Its guidelines for purchasing,
4. Its maintenance regulations,
5. Its procedure for auditing.

III. Distribution and Utilization of the Manual.

- A. The manual is to be distributed to all employees of the center.
- B. The manual should be utilized regularly in answer to all questions which arise.
- C. The policy manual becomes a guide for all of the staff.

IV. Updating of the Manual.

- A. Its revision should be done anytime the major philosophy or thrust of the center changes.
- B. Process for such revision should include:
 1. A review of the changes which have occurred,

2. The entire staff review of the manual and discussion of its needs and their recommendations,
3. Forwarding the drafted changes to the administration and board of directors for approval.

CHAPTER VI

EVALUATION

RATIONALE

Evaluation is an essential component of any program for young children. Systematic evaluations help assure that children's needs will be met and that the goals and objectives of the program are realistic.

All aspects of the program should be evaluated periodically and records should be maintained for comparison. Comparison of consecutive evaluations will indicate the changes that have been made and the progress made since the previous evaluation.

Evaluations of children are important in determining their progress in growth and development. Also, discussion with parents is more accurate and concise when evaluations are used and children are compared to themselves rather than others.

All evaluations are confidential and should be filed in a secure location. All staff members should understand the evaluation procedures and the utilization of evaluation results.

ESSENTIAL CONTENT INFORMATION

I. Importance of Evaluation:

- A. Educational evaluation is a process of delineating, obtaining and providing useful information for judging decision alternatives.
- B. Evaluation provides information on whether the program is doing the things its goals indicate, or if the desired results are being obtained from the program.
- C. Accountability to funding agencies, the board of directors, and parents of children in the program demands information on the effectiveness of the program.
- D. Society is changing; thus, programs which meet society's need also must change. Evaluation processes facilitate these organized, meaningful changes.

II. Type of Evaluation:

- A. Effective evaluation is a continuous process, not a one-time activity.
 - 1. All evaluation procedures must be a part of the total program.
 - 2. All plans for evaluation must be completed as goals and program activities are planned. Evaluation should not be planned after the activity is completed or at the end of the program year.
- B. Evaluation deals with outcomes, goals, and results stated in terms of how the child is expected to behave, act or change.

III. Areas of evaluation are ways of accomplishing behavioral changes as stated in the goals of the program. They are the processes by which outcomes are reached. These processes include:

- A. The program---Component of the evaluation relates to:
 - 1. Curriculum content information is collected which helps determinè the following:
 - a. Do all program components relate to the overall educational goals?
 - b. Are program activities designed to enhance learning experiences beyond mere care taking function?
 - c. Does the content increase the children's responsiveness to and discovery of the world around them?
 - d. Are program components directed toward problem solving which relates to overall educational goals?

- e. Are program components designed to provide a balance of learning experiences, including indoor, outdoor, gross motor, fine motor, creative, structured?
- f. Is the content appropriate to those children enrolled in the program, considering their development, age, and individuality?

2. Teaching strategies; some questions to be asked include:

- a. How does a teacher plan for and evaluate the program?
- b. What subject areas, (language development etc.) are on-going daily? Which are limited to seasonal or part time consideration?
- c. What is the sequence for activity in each program component area?
- d. How is the program structured: large or small groups, structured or free activity, individual or small group work? How much time is each type of activity given each day, per week?
- e. How does the teacher select activities? What criteria is used?
- f. What is the sequence of curriculum content or program activities?
- g. Are children encouraged to use a full range of play activity; for example, do girls explore trucks and boys play house?
- h. Is there an emphasis on the learning process or the finished product?
- i. How are self-care activities?

- j. What activities encourage children to make choices?
 - k. What activities are designed to facilitate positive self-concepts in the children?
 - l. Which materials are most frequently made available by the teacher? Which materials that are available do children most use? Which do they use least?
3. The socio-emotional climate is also an important consideration of the program. Some points to look at include:
- a. How does the atmosphere of the center reflect a sense of trust, pleasure and comfort?
 - b. In what ways is respect for the individual manifested?
 - c. What are the provisions for a variety of affective responses and social interactions?
 - d. Is the center climate conducive to spontaneous and enthusiastic activity?
 - e. What is the guidance approach to behavior?
 - f. How often do children have freedom to make choices?
 - g. What percent of the activities is constructive? What percent can be classified as busy work?
 - h. How are children encouraged to raise questions and explain the environment?
 - i. How does the teacher help children feel good about themselves?

4. Individual program and progress.

- a. How is the present status of each child described?
 - (1) How does this description relate to program goals?
 - (2) How is this information obtained and how often?
- b. What is the evidence of individualization of the program to meet this child's needs?
 - (1) Does each child have goals related to his/her needs?
 - (2) Is there a suggested program plan for each child?
- c. Is there more than one method of assessment used for each child? Some methods could include:
 - (1) Anecdotal records of observation,
 - (2) Interviews with significant others in the child's life,
 - (3) Samples of the child's work,
 - (4) Staff-constructed check sheets or tests,
 - (5) Information from other professionals, including observation, tests, interviews,
 - (6) Standardized tests.
- d. Is the assessment and recording program rigid (done only at specified times with specified instruments), or is it flexible (selected instruments, selected times)?
- e. How is individual progress reported and to whom?

- f. How much staff time goes into individual assessment?
 - g. What activities can be identified that encourage or assist the staff with individual progress assessment and reporting?
- B. Interactional setting and relationships should be considered in relation to the learning which can take place.
- 1. Some questions indicating teacher-child interaction include:
 - a. How often does the teacher approach individual children---rarely, occasionally, often?
 - b. How often each day are teachers approached by the children for the purpose of controlling, ordering, assisting, encouraging, listening?
 - c. Do teacher-child interactions most often bring conflict, withdrawal, anger, pleasure, encouragement?
 - d. In what ways can teachers show acceptance of a child's emotions?
 - f. In what ways can a teacher use voice to approach a child?
 - g. Are the teacher's statements and questions open-ended and encourage reply, or are they closed?
 - h. In what ways does the teacher reach a withdrawn child, or an active child?
 - i. Do children understand their limits?
 - j. In what way can teachers share information about themselves or their own cultures?

2. Considerations in child-child interaction include:

- a. Social encounters with children of the same age,
- b. Some opportunity to interact with children of different ages,
- c. Maintaining a sense of one's own family while interacting with others,
- d. Group experiences which increase a child's ability to express interests, ideas, needs,
- e. Ability to learn from other children,
- f. Increased sensitivity to the ideas and activities of others,
- g. Awareness of consequences of one's own behavior as a means of becoming socially responsible,
- h. Self-regulation of pleasurable and troubled interactions among children.

3. Indicators of teacher-parent interactions.

- a. Parent-receiving: Some methods of general information exchange between parent and center include:
 - (1) Periodicals and books to check out,
 - (2) Guidelines for selection of toys and materials,
 - (3) "How to" newsletters giving information on activities to do with children,
 - (4) Information of concern regarding health,
 - (5) An accessible area where parents may acquire publications.

- b. Orientation: Ways parents are oriented to the center. They should receive information on:
 - (1) The center's philosophy,
 - (2) Its expectations of the child and parents,
 - (3) Its fees,
 - (4) Its procedure and policy on illnesses of the children,
 - (5) Transportation,
 - (6) Daily schedules,
 - (7) Participation guidelines.
- c. Does the parent handbook provide information which assists in understanding the program?
- d. Does the center sponsor large group conferences, such as PTA, workshops etc?
 - (1) How many? Topic? Attendance?
 - (2) Any follow-up?
- e. Does the center hold small group conferences with three or four parents to discuss a topic of mutual interest? How many are held? When?
- f. Does it plan for individual conferences? How many? When held? Type of information presented? Are they pleasant?
- g. Are these informal and/or non-scheduled contacts? When? How often? Frequent topics discussed?
- h. Are there home visits? How many? When made? Purpose?

- i. Is parent observation readily available, and how frequently done?
 - j. Is there a parent advisory group? What are its activities?
 - k. How do parents participate in the program itself:
 - (1) By volunteering?
 - (2) Planning?
 - (3) Working in the library center?
 - (4) Other ways?
4. Staff relationships are an integral part of the center and contribute to the total learning environment. Some considerations should include:
- a. What are the evidences of mutual trust and respect?
 - b. How do staff communicate? Formally, informally, by the grapevine etc?
 - c. Is there evidence of joint planning and decision making?
 - d. Is there apparent supportiveness in crises?
 - e. What are the responsibilities assumed by each component to assure a smooth functioning of the total center?
 - f. Are all areas of personnel effective or balanced, etc?
- C. The physical setting has implications for the effectiveness of the total program. Some areas of concern include:
- 1. The use of space.
 - a. Indoor space---Room arrangement, traffic patterns, facilitation of various types of activity.

- b. Outdoor space.
 - c. Is the center's space arranged to encourage activities accomplishing the goals of the program?
 - d. What considerations does space give to transitions, and changes of activity as the day progresses?
 - e. Are there provisions for the children's privacy, and for the safety and retention of the child's own possessions.
 - f. Is the setting safe, having fire and emergency plans?
2. Does its materials and equipment reflect the goals of the center?
- a. Does it facilitate a variety of learning experiences?
 - b. Do the materials encourage creativity?
 - c. Are the materials and equipment safe?
 - d. Are the materials and equipment appropriate for the developmental levels of the children?
 - e. Are they conducive to easy care?
 - f. Are the materials and equipment conducive to multiple learning activities?

III. Utilization of Evaluation Results.

- A. Evaluation results can be used as bases for decision making.
- B. Evaluation information provides input which has implication for budget.
- C. Evaluation identifies each staff member's contribution toward meeting the goals of the program.
- D. Evaluation results provide information to communicate to parents what they can expect the program to do for their children.

CHAPTER VII
LEARNING ACTIVITIES

ORGANIZATIONAL STRUCTURE CHART

Draw a chart showing the chain of command within the total organizational system of the early childhood center where you work. Refer to Chapter II for an example of an organizational structure.

TO BE TURNED IN:

The completed chart showing the organizational structure of your center. Be sure it is labelled.

INSURANCE FOR AN EARLY CHILDHOOD PROGRAM

Review in Chapter I the requirements for adequate insurance coverage for an early childhood program.

Investigate insurance companies to determine the cost of adequate coverage for a year for the following:

1. Transportation insurance
2. Property insurance
3. Health insurance
4. Hospital - medical plans
5. Professional liability
6. Other

TO BE TURNED IN:

An itemized list of types of insurance needed to adequately cover your early childhood program for one year. Include type of insurance, provisions of insurance and cost of coverage for items 1 through 6.

REVIEW OF CHILDREN'S RECORDS

Review the children's records which are kept on file in your early childhood center. Review examples of the following:

1. Social-developmental history
2. Health-developmental history
3. Anecdotal records
4. Achievement records
5. Referral records

Evaluate each record according to the criteria in Chapter I.

TO BE TURNED IN:

1. Samples of children's records kept on file in your center.
2. An evaluation of the effectiveness of each record.

EVALUATION OF RECORD KEEPING SYSTEM

Review the record keeping system currently in operation in your center and evaluate it according to the attached evaluation form.

TO BE TURNED IN:

Your completed evaluation form.

RECORD KEEPING SYSTEM

EVALUATION

	YES	NO
1. Records are kept up-to-date.	_____	_____
2. Reports are clearly stated.	_____	_____
3. Records are properly signed.	_____	_____
4. Records which are kept serve a purpose:		
a. Children's developmental progress.	_____	_____
b. Staff records.	_____	_____
c. Needed for funding purposes.	_____	_____
5. Records are written in an objective manner.	_____	_____
6. Records are easily accessible to staff.	_____	_____
7. Records are kept in locked file and are seen only by authorized personnel.	_____	_____
8. Inactive records are kept in locked file.	_____	_____
9. All old records which are not kept in a locked inactive file are destroyed by the director.	_____	_____
10. Discuss, in a short paragraph, how your record keeping system could be improved.		

RECORD OF MAINTENANCE ITEMS

A record of suppliers of materials and/or services for routine maintenance should be kept on file to make this aspect of operation more efficient.

Complete a 3" x 5" file card for each supplier of materials and/or maintenance services listed below; include the company name, address and telephone number. In the upper right-hand corner, indicate the type of service or supplies. The lower portion of the card should be used for special notations concerning the services rendered, such as quality of service, after-hours telephone numbers, etc.

Types of services and/or supplies:

1. Appliance service
2. Building supplies
3. Carpentry service
4. Cleaning supplies
5. Electrical service
6. Electrical supplies
7. Gardening supplies
8. Hardware
9. Plumbing service
10. Plumbing supplies
11. Other

TO BE TURNED IN:

Duplicates of the file cards (a minimum of eleven cards).

DEVELOPMENT OF POLICY AND PROCEDURES MANUAL

Develop a policy and procedures manual for your early childhood program. Information to be included is center policy for the following areas: administration; staff-personnel; child-personnel; public relations; and business.

Refer to Chapter IV, "Policy and Procedures Manual," for completing this assignment. Prepare your manual according to the following guidelines:

1. Include all needed information.
2. Divide it into sections by categories, and label each section.
3. Prepare a cover page for the manual, giving the name of the center, the agency and the director, and the date.
4. The manual should be typed if possible.

TO BE TURNED IN:

Your Policy and Procedures Manual written according to the information outlined above.

PROPOSED BUDGET FOR AN EARLY CHILDHOOD PROGRAM

Develop a proposed budget for your early childhood program according to the Sample Budget Format on the attached page. In your proposed budget, include the following:

1. Amounts for each item under each main category.
2. Sub-totals for each category.
3. The grand total for the fiscal year.

TO BE TURNED IN:

Your completed proposed budget.

PROPOSED BUDGET FOR AN EARLY CHILDHOOD PROGRAM
(Sample Budget Format)

PROPOSED BUDGET FOR: _____

I. Administration

A. Salaries

1. Director
2. Secretary or other office staff
3. FICA, Federal Tax, State Tax, etc.

B. Supplies

C. Administrative equipment

D. Other (promotion, birthday cards, printing, etc.)

II. Program

A. Salaries

1. Teachers and child care assistants or aides
2. All salary expenses as above
3. Substitute teachers or other staff members

B. Program supplies

C. Program equipment

D. Other (in-service training, conference fees, etc.)

III. Supplemental Services

A. Food

B. Cook's salary

C. Animals and supplies

D. Parent education

E. Insurance, scholarships, others unique to school

IV. Plant Operation

- A. Custodian/Matron salaries
- B. Utilities
- C. Cleaning equipment and supplies
- D. Maintenance and repair
- E. Other

Source:

Hewes, Dorothy and Barbara Hartman. Early Childhood Education: A Workbook for Administrators. San Francisco: R and E Research Associates, 1972.

IN-SERVICE TRAINING SCHEDULE

Develop an in-service training schedule for one year for the staff of your early childhood program. In your plan, include the following:

1. Areas of training to be included.
2. Sequencing of training.
3. Personnel to conduct each area of training.
4. Various strategies for implementing the different areas of training.
5. Location and time of training sessions.
6. Designate training programs implemented for new employees.

TO BE TURNED IN:

Your yearly plan of in-service training for the staff of an early childhood program.

EMPLOYMENT DOCUMENTATION FORM

Write a description of a documentation for the terms of employment for a specific position in an early childhood center. In your description, include the following items:

1. Position
2. Salary and method by which increases are computed
3. Hours
4. Sick leave
5. Vacations
6. Insurance
7. Termination policies
8. Requirements for professional growth
9. Other

TO BE TURNED IN:

A description of terms of employment for a specific position, written in the appropriate format.

MATERIALS AND EQUIPMENT LISTING

Prepare a list of materials and equipment needed to operate a day care center. This would include equipment for each of the following divisions:

1. Food preparation and service
2. Resting equipment
3. Outdoor play equipment
4. Materials for the various learning centers
 - a. Art
 - b. Music and rhythm
 - c. Blocks
 - d. Housekeeping
 - e. Language
 - f. Science
 - g. Mathematics
 - h. Carpentry
 - i. Manipulative activities

TO BE TURNED IN:

Your list of equipment for each of the areas.

EARLY CHILDHOOD PROGRAM POSITION DESCRIPTION

Write a description for a position in your center which is not included as one of the descriptions in Chapter IV. Follow the format presented in this chapter or a similar form which includes the essential information.

TO BE TURNED IN:

Your job description developed and written according to an appropriate format.

PERSONAL RESUMÉ

Prepare a resumé for yourself. This is a brief summary of personal, educational and employment history, as well as memberships in professional organizations.

A sample format for a resumé is given on the following page.

TO BE TURNED IN:

A completed resumé of your personal and educational history and work experience.

RESUMÉ

NAME:

ADDRESS:

TELEPHONE NUMBER:

PLACE OF BIRTH:

FAMILY:

EDUCATIONAL BACKGROUND:

EMPLOYMENT HISTORY:

(Place your most recent employment first and proceed backward in sequential order.)

PROFESSIONAL ORGANIZATIONS:

ASSESSMENT OF EARLY CHILDHOOD PROGRAM EVALUATION SYSTEM

Review the evaluation system, of the early childhood program, which is currently being used in the operation of your center, and complete the attached form.

TO BE TURNED IN:

Your completed assessment form.

ASSESSMENT OF EARLY CHILDHOOD PROGRAM EVALUATION SYSTEM

Answer the following questions by briefly discussing examples of each.

1. Is evaluation a continuous, on-going part of the total program?
2. Are plans for evaluation completed as program goals and objectives are planned?
3. Is evaluation planned after the activity is completed?
4. Is an evaluation component planned at the end of the program year?
5. Does evaluation deal with the end results of changes in the children's behavior?
6. Do the components of the program relate to overall educational goals? Select one educational goal and show how this is done.

7. Are program components planned and implemented to provide a balance of learning activities: indoor, outdoor; gross motor, fine motor; creative, structured; teacher initiated, child initiated?
8. Are activities sequentially planned within each program content area? Select one area and give examples of sequential planning.
9. Are children encouraged to make full use of all equipment and materials in the center; that is, are girls encouraged to play with trucks--boys to play with dolls, etc?
10. Is emphasis on the process or the product?
11. List ways in which children are encouraged to make choices.
12. What criteria does the teacher use for the selection of materials and activities?

13. Do all staff members participate in program planning?
14. Do all staff members participate in staff meetings?
15. Are all staff members involved in some aspect of program evaluation?
16. After reviewing Chapter III on Evaluation, list any aspects of your evaluation process that need to be improved.

CHAPTER VIII
SUPPLEMENTAL MATERIALS

ADMINISTRATION FOR EARLY CHILDHOOD PROGRAMS

SUPPLEMENTAL MATERIALS

BOOKS

1. Boguslavski, Dorothy B.
Guide for Establishing and Operating Day Care Centers for Young Children.
New York: Child Welfare League of America, 1970.
2. Butler, Annie L.
Early Childhood Education: Planning and Administering Programs.
New York: D. VanNostrand Company, 1974.
3. Day Care: Administration.
Washington, D. C: U. S. Department of Health, Education and Welfare, 1971.
4. Day Care: Staff Training.
Washington, D. C: U. S. Department of Health, Education and Welfare, 1973.
5. Draper, M. Wanda and H. E. Draper.
Caring for Children.
Peoria, Illinois: Charles A. Bennett Company, 1975.
6. Evans, E. Belle, et al.
How to Plan, Develop and Operate a Day Care Center.
Boston: Beacon Press, 1971.
7. Friedberg, M. Paul.
Playgrounds for City Children.
Washington, D. C: Association for Childhood Education International, 1969.
8. Hewes, Dorothy and Barbara Hartman.
Early Childhood Education: A Workbook for Administrators.
San Francisco: R and E Research Associates, 1972.

9. Hildebrand, Verna.
Introduction to Early Childhood Education.
New York: Macmillan Publishing Company, 1971.
10. How to Operate Your Day Care Program.
Wyomissing, Pennsylvania: Ryan Jones Associates, Inc., 1970.
11. Kritchevsky, Sybil, et al.
Planning Environments for Young Children: Physical Space.
Washington, D. C: National Association for the Education of Young Children, 1969.
12. LaCross, Robert E.
Day Care for America's Children.
New York: Public Affairs Committee, 1973.
13. Landreth, Catherine.
Preschool Learning and Teaching.
New York: Harper and Row, 1972.
14. Morgan, Gwen G.
Regulation of Early Childhood Programs.
Washington, D. C: Day Care and Child Development Council of America, 1973.
15. Moustakas, Clark.
The Authentic Teacher: Sensitivity and Awareness in the Classroom.
New York: Howard Doyle Printing Company, 1966.
16. North, A. Frederick Jr., M. D.
Day Care: Health Services: A Guide for Project Directors and Health Personnel.
Washington, D. C: U. S. Department of Health, Education and Welfare, Office of Child Development, 1972.
17. Parker, Ronald and Laura L. Dittman, eds.
Staff Training.
Washington, D. C: U. S. Department of Health, Education and Welfare, Office of Child Development, 1972.
18. Robertson, Mary Ella.
Guide for Board Organization and Administrative Structure.
New York: Child Welfare League of America, 1975.

19. So You're Going to Run a Day Care Service.
New York: Day Care Council of New York, 1971.
20. State and Local Day Care Licensing Requirements.
Washington, D. C: U. S. Department of Health, Education and
Welfare, Office of Child Development, 1971.
21. Tyler, Ralph W.
Basic Principles of Curriculum and Instruction.
Chicago: University of Chicago Press, 1969.
22. Wiles, Kimball.
Supervision for Better Schools.
Englewood Cliffs, New Jersey: Prentice-Hall, 1967.
23. Zamoff, Richard B.
Guide to the Assessment of Day Care Service and Needs at the
Community Level.
Washington, D. C: The Urban Institute, 1971.